

5-Step Communicative Lesson Plan

(adapted from <http://lmp.ucla.edu>)

Date: _____		Level: <u>2</u>
Text: _____	pp. _____	Unit Title: <u>Preterite vs. Imperfect</u>
A. Learning Objective: <u>Compare & expand on Preterite vs. Imperfect.</u>		
Materials Needed: <u>Music, US Blank Sheet of Paper</u>		
B. Steps/Plan		
Teacher will:		Students will:
Setting the Stage: (Anticipatory set, how will you motivate, connect to prior knowledge, etc.?) <u>"Play music by Manuel Mance"</u> <u>en el muelle de San Blas</u>		<u>listen to the song as they walk in the classroom.</u> Minutes: <u>5</u>
Comprehensible Input: (use input strategies to model new material in the target language) <u>I will ask students in the target language questions about what they did last night & questions about their childhood.</u>		<u>Students will answer in Spanish about the things they did last night & about what they did in elementary.</u> Minutes: <u>10</u>
Guided Practice: (students practice new function with teacher-prepared materials) <u>I will give students a handout to the song "en el muelle de San Blas" & we will fill in the missing words as a class.</u>		<u>Students will receive a handout for the song "en el muelle de San Blas" w/ missing lyrics. The missing words are those of the Preterite & Imperfect.</u> Minutes: <u>10</u>
Independent Practice: (students generate communicative language in realistic situations) <u>I will hand out a blank sheet of paper to students & have them write their own ending to the story</u>		<u>Students will write their own concluding ending to the story in the song & will create an illustration of their ending.</u> Minutes: <u>20</u>
Evaluation/Assessment/Closure: (students show evidence of what they have learned; was your objective met?) <u>Assessing writing abilities of the Preterite & Imperfect.</u> <u>(Presentational writing)</u>		<u>Students will be able to create narrative story in the Preterite & Imperfect.</u> Minutes: _____